Title of Material: _____

Publisher: _____

Reviewer: _____

Passed for Research-Based Reading? _____ Yes _____ No

Research-Based Reading for

"Reading First"

Second Grade

COMPREHENSIVE PROGRAM INFORMATION SHEET

COMPREHENSIVE PROGRAM _____   GRADE LEVEL _____

REVIEWER _____

1. DOES THE PROGRAM MEET THE DEFINITION OF A COMPREHENSIVE PROGRAM?

2. DID THE PUBLISHER SUBMIT EVIDENCE OF EFFECTIVENESS OF THE PROGRAM WITH AT-RISK POPULATIONS?

3.

AREAS OF WEAKNESS IN THIS GRADE LEVEL	WAYS TO ADDRESS AREAS OF WEAKNESS

4. PARTS OF THE PROGRAM THAT ARE NECESSARY TO PURCHASE TO TEACH THE CRITICAL COMPONENTS OF READING FOR THIS GRADE LEVEL:

_____

_____

_____

_____

Grading Key: ● **Clearly evident** ◉ **Somewhat evident** ○ **Not present**

PHONEMIC AWARENESS is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items – Phonics Instruction

Rating			Criterion	Evidence		
				week 10 or initial instruction	week 15	week 25
○	○	○	1. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and applies to other program materials (e.g., trade books, anthologies) when students are proficient. *(w)* and *(ss)* [NRP pg. 2-13]			
○	○	○	2. Provides teacher guided practice in word lists and controlled contexts in which students can apply newly learned skills successfully. *(w)*			
○	○	○	3. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts. *(w)*			

Second Grade Phonics Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ● _____ ◉ _____ ○

Discretionary Items – Phonics Instruction

Rating			Criterion
○	○	○	1. Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
○	○	○	2. Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for *oo* simultaneously; separates *ai, au*).
○	○	○	3. Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill, ap, ing*).
○	○	○	4. Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success. [NRP, pg. 3-28; 3-15]
○	○	○	5. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students khow to map the sounds of letters onto print.
○	○	○	6. Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).

Second Grade Phonics Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ● _____ ◉ _____ ○

Grading Key: ● **Clearly evident** ◉ **Somewhat evident** ○ **Not present**

PHONEMIC AWARENESS is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items – Phonics-Irregular Words Instruction				
Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
○ ○ ○	1. Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. *(ss)*			

Second Grade Irregular Words Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ● _____ ◉ _____ ○

Discretionary Items – Phonics-Irregular Words Instruction	
Rating	Criterion
○ ○ ○	1. Sequences high-frequency irregular words to avoid potential confusion. For example, high-frequency words that are often confused by students should be strategically separated for initial instruction.
○ ○ ○	2. Limits the number of sight words introduced at one time.
○ ○ ○	3. Preteaches the sight words prior to reading connected text.
○ ○ ○	4. Provides a cumulative review of important high-frequency sight words as part of daily reading instruction.

Second Grade Irregular Words Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ● _____ ◉ _____ ○

High Priority Items – Vocabulary Instruction				
Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
○ ○ ○	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. *(w)* [NRP, pg. 4-4]			
○ ○ ○	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(ss)* [NRP, pg. 4-4]			

Second Grade Vocabulary Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ● _____ ◉ _____ ○

Grading Key: ● **Clearly evident** ◉ **Somewhat evident** ○ Not present

VOCABULARY refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Discretionary Items – Vocabulary Instruction		
Rating		**Criterion**
○ ○ ○		1. Variety of methods [NRP, pg. 4-4]
○ ○ ○		2. Incorporates exposure to a broad and diverse vocabulary through listening to and reading stories and informational texts [NRP. pg. 4-4]
○ ○ ○		3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. [NRP, pg. 4-4]
○ ○ ○		4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
○ ○ ○		5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
○ ○ ○		6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
○ ○ ○		7. Illustrates the prefix or suffix with multiple examples.
○ ○ ○		8. Restructuring of vocabulary tasks for at-risk, low achieving students.
○ ○ ○		9. Uses examples when the roots are familiar to students (e.g., *remake* and *replay* as opposed to *record* and *recode*.)
○ ○ ○		10. Separates prefixes that appear similar in initial instructional sequences (e.g., *pre, pro*).

Second Grade Vocabulary Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ● _____ ◉ _____ ○

Grading Key: ● **Clearly evident** ◯ **Somewhat evident** ◯ **Not present**

VOCABULARY refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items – Passage Reading Fluency Instruction

Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
◯ ◯ ◯	1. Contains only words comprised of phonic elements and word types that have been introduced. *(ss)*			
◯ ◯ ◯	2. Selects majority of high frequency irregular words from list of commonly used words in English. *(ss)*			
◯ ◯ ◯	3. Builds toward a 90 word-per-minute fluency goal by end of grade 2. Assesses fluency regularly. *(ss)* [NRP, pg. 3-4]			

Second Grade Irregular Words Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ● _____ ◯ _____ ◯

Discretionary Items – Passage Reading – Fluency Instruction

Rating	Criterion
◯ ◯ ◯	1. Contains only irregular words that have been previously taught.
◯ ◯ ◯	2. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]
◯ ◯ ◯	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP, pg. 3-28]

Second Grade Irregular Words Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ● _____ ◯ _____ ◯

GRADING KEY: ● CLEARLY EVIDENT ◉ SOMEWHAT EVIDENT ○ NOT PRESENT

LISTENING COMPREHENSION: The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension.

Rating			Criterion	Evidence		
			High Priority Items – Reading Comprehension Instruction			
				week 10 or initial instruction	week 15	week 25
○	○	○	1. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. *(w)* and *(ss)*			
○	○	○	2. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. *(w)* and *(ss)*			
○	○	○	3. Teaches or activates prior knowledge to increase a student's understanding of what is read. [NRP. pg. 4-108] *(w)*			
○	○	○	4. Teaches skill or strategy (e.g., comprehension monitoring, summarizing) explicitly with the aid of carefully designed examples and practice. *(w)* and *(ss)* [NRP, pg. 4-108]			
○	○	○	5. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. *(ss)*			
○	○	○	6. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. *(w)* [NRP, pg. 4-112]			

Second Grade Irregular Words Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ●   _____ ◉   _____ ○

GRADING KEY: ● **CLEARLY EVIDENT** ◉ **SOMEWHAT EVIDENT** ○ **NOT PRESENT**

LISTENING COMPREHENSION: The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension.

Rating	Criterion
Discretionary Items –Reading Comprehension Instruction	
○ ○ ○	1. Teaches narrative and informational text.
○ ○ ○	2. Organizes instruction in a coherent structure.
○ ○ ○	3. Connects previously taught skills and strategies with new content and text. [NRP, 4-107]
○ ○ ○	4. Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year.]NRP, 4-107]
○ ○ ○	5. Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts.
○ ○ ○	6. Uses graphic organizers on the content of passages.

Second Grade Irregular Words Instruction – Discretionary

Tally the number of criterion/elements with each rating. _____ ● _____ ◉ _____ ○

Summary of Second Grade Ratings

High Priority Items		Discretionary Items	
Phonics Instruction (3)	_ ● _ ◉ _ ○	Phonics Instruction (6)	_ ● _ ◉ _ ○
Phonics - Irregular Words Instruction (1)	● _ ◉ _ ○	Phonics – Irregular Words Instruction (4)	● _ ◉ _ ○
Vocabulary Instruction (2)	● _ ◉ _ ○	Vocabulary Instruction (10)	● _ ◉ _ ○
Passage Reading – Fluency Instruction (3)	● _ ◉ _ ○	Passage Reading – Fluency Instruction (3)	● _ ◉ _ ○
Reading Comprehension Instruction (6)	● _ ◉ _ ○	Reading Comprehension Instruction (6)	● _ ◉ _ ○

Second Grade High Priority Totals	_ ● _ ◉ _ ○	*Second Grade Discretionary Totals*	_ ● _ ◉ _ ○

Second Grade Design Features	
○ ○ ○	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
○ ○ ○	2. Provides ample practice on high-priority skills.
○ ○ ○	3. Provides explicit and systematic instruction.
○ ○ ○	4. Includes systematic and cumulative review of high priority skills.
○ ○ ○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Evidence of Sufficient Instructional Quality	Evidence of Insufficient Instructional Quality

Comments	

Summary	